



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST LOUIS, SEPT., 1882

No. 9.

INTERNATIONAL COTTON EXPOSITION,
ATLANTA, GA., DEC., 1881.

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VOL. XV.

ST. LOUIS, SEPT., 1882.

No. 9.

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ST. LOUIS, SEPT., 1882.

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ble for any views or opinions expres-
sed in the communications of our cor-
respondents.

Our associate editors are only re-
sponsible for such articles as appear
under their own signatures or initials.

In a republic, an unrepresented
class is the sure victim of injustice.
The ballot-box and equal representa-
tion is the only way to secure equality
of rights.

THE Kansas City Times, in speak-
ing of the infamous screed of Dr. Laws
and its misrepresentations and false-
hoods, said very properly, that, "hav-
ing delivered it and brought himself
and the State into unenviable notori-
ety, it wouldn't be a bad thing, on
the contrary, rather the proper caper,
to give Dr. Laws the opportunity to
console himself with his address in
private or unofficial life."

Go slow for a few days, until the
boys and girls get hold again and get
settled down to study. It has been
a delightful summer, and teachers,
pupils and parents feel the impulse of
better times, better health and larger
spheres of action. Organize early,
carefully and judiciously, so as to in-
sure harmony and success in the
school.

THE increased interest felt in the
large number of successful county in-
stitutes held in the last summer, ar-
gues well for the success of the next
term of school.

REPORTS from Iowa, Kansas, Illi-
nois, Arkansas, Mississippi and Lou-
isiana are all full of interest, and
show a great work done for both the
teachers and the people. In fact, the
incidental benefit in interesting and
arousing the people, is almost, if not
quite as valuable as the direct benefit
to the teachers themselves.

WHEN a "moral bankrupt" can buy
his "continued services" at the head
of an institution where the character
and habits of the youth of the State
are being formed by "giving largely
of his private means," why should not
other public positions and places be
"bought?"

We read that another "Judas had
the bag" in earlier times, and history
seems to be repeating itself.

SUBSCRIBE for the JOURNAL. Terms,
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WE were not so fortunate as to be
in Columbia when the curators of the
State University met, and if we had
been, we do not know as we should
have learned much more as to the
motives actuating them in the action
taken, than we know now.

This is not by any means the first
instance where a "sop" was given to
the person who carried the "bag."

It is quite time, however, that the
eminently respectable gentlemen who
compose the Board of Curators of
this institution should understand
that they act for the State, and not
for this "bag" carrier; and that in
continuing Dr. Laws as President
of the State University of Mo., for
the reasons stated, they entailed a
lasting disgrace both upon themselves
and the State of Missouri.

FORT WORTH, Texas, fires the first
gun in the fall campaign for an on-
ward move in the right direction by
voting almost unanimously to levy
and collect a tax sufficient to run a
system of the public schools ten
months in the year—that means suc-
cess!

Tyler, Texas, follows close upon
the heels of Fort Worth in the same
direction, with an equally liberal
amount to cover the same space of
time.

Minneapolis takes the same position.
San Antonio led off years ago in
this direction, with Prof. Rote at the
head of the system, after years of suc-
cess in other cities.

Galveston, Houston, Austin, Corsi-
cana, Paris, Bonham, Palestine, Bren-
ham, Bryan, and a hundred or two of
the growing towns and cities of this
Empire of the Southwest are all work-
ing up to the same healthful condition
and along the same line of effort.

ABOUT two hundred thousand teach-
ers will enroll nearly ten millions of
pupils in the public and private
schools of the country within the next
thirty days.

DR. LAWS was not re-elected to the
position of President of the State
University, as he has so industriously
given out all over the State. He was
simply "continued" for a considera-
tion. The curators state in plain
terms, too, just what the "considera-
tion" was, in the following:

"WHEREAS, President Laws has
not only given his time and talents,
but largely of his own private means
for the advancement of said institu-
tion during his connection therewith;
therefore be it

Resolved, That in the opinion of
the board, the continued prosperity
of the State University demands the
continued services of Dr. Laws as its
President."

That was a dark day in the calen-
dar of the State University when this
moral bankrupt bought his "continued
services as its President."

BOONVILLE, Mo., votes to increase
the salary of the new Superintendent,
Prof. H. F. Morton, \$300, after one
of the most successful institutes ever
held in the State.

Profs. Hoynes and Johnson, two of
the strongest educators in the State,
both at the head of very successful
private schools, did everything in their
power to insure the success of the in-
stitute held there.

Boonville is to be congratulated in
securing Prof. Morton to manage the
public schools.

"Rose of Tanglewood," you see,
untangle completely the problem of
"school management." We want to
hear often from "Rose." Texas may
well feel proud of such a writer. We
pity the person, old or young, who is
not made better by reading that ar-
ticle.

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insure a success richly deserved.

IT MUST BE DONE.

IN order that there may be harmony and progress, and obedience to law, the State must educate all its people, and it must educate them so far that they are able to educate themselves in a continued process of culture, extending through life.

This implies the existence of higher institutions of public education. And these, not so much with the expectation that all will attend them, as that the lower schools, which are more initiatory in their character, and deal with mere elements, depend for their efficiency upon their organization of higher institutions for their direction and control.

Without educating in higher institutions the teachers of lower schools, and furthermore without the possibility hovering before the pupils of ascent into the higher schools, there can be no practical effect given to primary schools.

The public education must therefore extend through the three grades of culture: 1st, the primary in which initiation is given into mere elements. 2d, the culture in respect to general relations of the elements; the course of study which involves the digestion and generalization of the isolated facts of primary education. 3d, the university education wherein elements and relations are subordinated and a knowledge of universals is acquired.

It is, indeed, a great thing to have even one class of society educated. No doubt, all profit by it, even when the education is confined to the few. But in a democracy all must be educated.

The interest of property demands it; the interest of the government demands it. And one generation of well educated people in a State forces upon all adjacent States the necessity of public education as a mere war measure, as a means of preservation of the State. So also with the existence of one successful democracy force upon the world the adoption of democratic forms of government as the condition of their continued existence. An ignorant people can be governed; but only a wise people can govern itself.

It is a settled fact that the cost of education to the public is to be recompensed in this wise. Whatever taxation of property is necessary to support a free system of education is a requisition made upon an element or source created by the general recognition of the community. This taxation for school purposes is directly applied for the culture of the individual, or in other words, for his initiation into this labor which creates property. It is therefore the application of property for its own produc-

tion and security. Without any of this recognition which education produces, there could be no security of property, and hence no security of life.

A TIMELY INQUIRY.

PROF. C. M. WOODWARD, of Washington University, in his address at Saratoga before the National Teachers' Association, asks:

"Is the education we give as broad and round and full as it ought to be? Is the time of tutelage most wisely spent? Do the results we secure justify the means and methods we use? Is the relation between education and morality as close as it should be? I answer, No! There is a lack of harmony between the school-house and the busy world that surrounds it. Some have even claimed that we are wrong in supposing that education always diminishes crime. Let us see if there is any truth in their position.

You know how often a life is a failure from defective education. Too often do we see young people who might have been educated to eminent usefulness, cast

*'Unfinished
Into this breathing world scarce half made up.'*

I have seen poor lawyers, who, under a proper system of training, would have made excellent mechanics, and not a few of highly educated, able-bodied men actually begging for the price of a day's board. I recall one man in particular who was able to speak several languages, but because no one would employ him as a linguist, he must needs beg, for he knew not how to work.

Now, when a man's education has been misdirected, and he is thrown upon the world shackled by outgrown theories, bewildered by false lights, and altogether unprepared for the work which perhaps he was born to do, and when in his extremity he resorts to knavery and violence and fraud to secure what he knows not how to get by fair means, those who directed or should have directed his education cannot be held blameless.

The moral influence of occupation is very great. A sphere of labor congenial and absorbing, that fully occupies one's thoughts and energies, is a strong safeguard of morality. If you would keep men out of mischief, keep them busy with agreeable work or harmless play. The balance of employments is fixed by our state of society and the grade of our civilization.

Now, if indiscriminately we educate all our youth away from certain occupations and into certain others, as is very clearly the case, some employments will be crowded and consequently degraded; in others, the choicest positions will be filled by for-

eigners, and the lowest posts, where in labor is without dignity, must perforce be filled by those who have neither taste nor fitness for their work. The result is broils, plots and social disorder."

PLAIN TALK.

ON the matter of better school-houses, and the more prompt and liberal payment of the teachers of the State, the report of the Committee on education to the Texas Press Association will find a most cordial endorsement.

It is quite time that steps were taken to remedy the evil and injustice complained of, and we are sure it will be done.

We quote from this able and caustic report as follows:

"Under the present system, Texas is condemned to a beggarly show of wooden sheds of the rudest description, that are dignified by the name of academies and school-houses.

This is the direct result of the present school law. Before a school-house can be erected, the following demands must be submitted to:

In the first place, a site of land must be donated and a deed for the same be placed in the hands of the County Judge. In the next place, the members of the community must contribute one-half of the necessary labor and funds required for the building of the house. According to articles 3796, the available school fund of the school community for one year may be used in the purchase of suitable school property, upon the execution of the deed as provided in article 3771, and the contribution of the remainder of the purchase money of the community, which must first be paid.

It is thus seen that the people are burdened with a duty without the privilege of local taxation, by which that burden may be equitably distributed. The willing spirits are driven to the utmost, and the mass are left to do nothing but receive the benefit. The result is that few school-houses are built, and they are of the cheapest character.

The counties expend large sums in putting up splendid court-houses and sumptuous jails; but the children are housed in shanties to receive their education, while the lawyer pleads in palatial halls and rogues and rascals are lodged under mansard roofs, and within walls decorated by the triumphs of art.

This is enough to make an honest man's heart burn within him; but it is Texas law.

Your committee, in taking up the subject of Texas schools, would fain report with a hard restraint placed

on their feelings. Just as a righteous inspector, sent to investigate a jail or a penitentiary, finds therein revolting cases of injustice and ill-treatment, we in the most solemn and deliberate manner do denounce the laws of the State of Texas in relation to the teachers of her children as a gross injustice and petty meanness unworthy of any respectable man, much less of a great and sovereign commonwealth.

The profession of the teacher is a noble, responsible and useful one. Any man who has recognized the development of his own child under the guidance and care of a faithful and competent teacher, recognizes the fact in its fullness, and those parents who are indifferent to the mental and moral education of their own flesh and blood are responsible for the neglect and undervaluation of this hard-working and indispensable class of men and women.

The State of Texas hampers the poor teacher in a score of ways, and places him on starvation wages. The Governor and other patriotic citizens have been moving heaven and earth to establish normal schools to furnish competent and accomplished teachers for the people, who are instructed by the law to let them starve.

To insure good work, fair pay has to be given, or there is no truth in history or human nature.

We see no reason why mental work of the most benevolent character should be degraded below the rudiments of physical labor as to its rewards."

The Work of Southern Women.

THE following extract is from the September *Atlantic*:

"Among the most important features of the educational work now going on in the South is one which, from its nature, can have little public recognition. I refer to the personal missionary efforts of the women of the leading white families for the improvement of the common people of both races in their own communities.

In many places, where the men are discouraged and depressed by the greatness of the work which needs to be done for the people around them, the feebleness of their resources, and the unfavorable conditions under which all such efforts must be made, there are a few women who feel that something must be done, and who are circulating every scrap of reading matter that they can obtain; are advising, instructing, and encouraging the colored girls whenever they can obtain any hold upon them; are trying to inspire and strengthen young men of both races to resist the evil influences about them; and are,

short, reconstructing society by the old, slow, best method of personal effort and influence.

I have rarely found anywhere earnestness greater than theirs, or a clearer sense of the dangers to society from ignorance and immorality.

The appalling magnitude of the evils against which they contend, and the pathetic slenderness of their means of welfare, would deeply impress any thoughtful person who could observe and measure them, as I had opportunity to do in many places.

In several towns and country neighborhoods these women are forming reading circles and clubs, and trying to prepare the way for the establishment of small public libraries. No doubt much reading matter could be sent to them, if I could give the names of persons to whom it should be directed. But that is not yet practicable. Such publicity would, in many instances, very seriously cripple this good work, or indeed render it impossible. Such work must be, especially in the South, under existing conditions, private and personal, in the earlier stages of its development.

But every person who has opportunity to send reading matter to any one in the South who will receive and distribute it ought to do so, as in this respect the destitution is very great almost everywhere, except in the larger towns and cities.

"Anything to read" which is not mischievous or utterly worthless, books or magazines, will be acceptable and useful. But it is not usually worth while to send old school-books. They can scarcely be of much use anywhere. I find that many of them have been sent to the South, apparently to get them out of the way, or perhaps with a vague notion that things worthless elsewhere might be valuable in that region.

WORTH TRYING.

BY ANNA C. BRACKETT.

It is very true that the schools are often asked to shoulder more than their just share of the work of education, and that they are often unjustly blamed for evils which they have neither the time nor the power to prevent.

They have only a limited sphere of work, and their teaching and influence are often most powerfully counteracted by home and society influences. It would seem that the proper use of the English language would be within their legitimate sphere, and that constant correction of the most prevalent errors might do something towards overcoming the careless and incorrect speech to which children are too often accustomed at home.

It is a very easy matter to substitute one expression for another, in our own words. I think two weeks is quite sufficient time to break up a bad habit in speech, if—and this is an important point—if, after having noticed the expression, we always repeat it corrected as soon as we have used it.

It is not enough to think "There, I have said that again!" We must actually go back and repeat the thought in the correct words, and this no matter with whom we are talking. If we have not courage enough to acknowledge the mistake in this way, we shall hardly get over the trouble, but with this heroic treatment I am quite sure that the most inveterate habit of evil speaking may be corrected in two weeks.

What we have to do for ourselves, we ought to make the children do, i. e., they ought always to be made to correct orally a bad expression, and soon we shall find that they will begin to notice it in others, and as it is an important thing to preserve and guard the language in its purity, this ought to be done in any and every recitation, and at all times during conversation with the pupils.

Of course the teachers must all work together on such matters. If they are not accustomed to do this, however, we have no school at all, properly speaking. I believe that there is no school of children in existence that can withstand the quiet but firm presence of all its teachers, acting for two weeks consistently and constantly on any point of discipline or against any bad habit of language.

Acting in this way, the most common bad habits in English speaking can be almost abolished in a year, and after the expression has become noticed by the majority of the pupils, the new-comers will be swept along with the current.

May I speak of just a few of the most common errors—errors which I know can be almost banished from a school by this constant effort?

I know that it is often unjust to judge a school by one of its pupils; but when I meet a young girl of fourteen whose English, both in pronunciation and grammar, is simply shocking, and when I know that she has attended the same school for several years, I ask myself whether it would be quite unfair to suspect that that school does not do quite all its sustained duty by the English language. In Breal's remarks on German schools, he suggests that possibly the French schools spend too much effort and time on expression, and that the Germans err in the opposite direction.

We in America are certainly in no danger of making the French mistake.

Ought not the public schools of this country to spend a little more effort in weeding out some of the most common and worst errors from the daily conversation of the girls and boys who are growing up in them?

One of the most common and most disagreeable errors in pronunciation is the dropping of the *g* from the termination, *ing*. It is disagreeable because slovenly. It reminds one of the Swiss German, where the peasants drop the *n* from the *en* of the infinitive. This is causeless and inexcusable. A little higher up in grade comes the pronunciation of the *t* in *often*. This *t* is properly silent.

About as common and as bad errors as one can make are the use of the past participles "come" and "seen," for the past tenses "came" and "saw." Then comes the word "aint" for "aren't," and a little higher still, the use of "don't" for "doesn't".

Of course it is perfectly justifiable to say "Don't they do so and so?" but it is not proper to say "Don't he do it?" *don't* being the abbreviation for *do not*.

Then comes the error in this sentence: "If *any one* comes, tell *them* to wait." The trouble here probably has been caused by the lack of a pronoun applicable to both sexes; but there is no reason why *him* should not be used in the same sense as *man*. When we say: "Man was made to mourn," we do not thereby exclude women from that privilege.

There is one more error of still a higher grade, of which I will speak. It is this: "I don't know *as* I shall do it," for "I don't know *that* I shall do it."

Will not some school try the experiment of attempting to banish some one, to begin with, of these expressions. It can be done, for it has been done.

Poor old Dr. Laws! See St. John's Gospel, Chap. xiii, 26th to 30th verse.

Ex-Gov. WINTHROP, in his centennial oration at Yorktown, said:

"Universal education, without distinction of race, must be encouraged, aided, and enforced. The elective franchise can never be taken away from any of those to whom it has once been granted, but we can and must make education coextensive with the elective franchise; and it must be done without delay as a measure of self-defense, and with the general co-operation of the authorities and of the people of the whole country."

On the subject of aiding education in the South, Mr. Winthrop said:

"One-half of our country during the last ten or fifteen years has been opened for the first time to the introduction and establishment of free com-

mon schools, and there is not wealth enough at present in that region to provide for this great necessity.

"Two millions of children without the means of instruction" was the estimate of the late Dr. Sears in 1879. Every year brings an installment of brutal ignorance to the polls to be the subject of cajolement, deception, corruption, or intimidation. Here, here, is our greatest danger for the future."

DR. LAWS' revised and amended speech, delivered before the Press Association of Missouri May 10th, has finally been "worked" into a "supplement," and several of the State papers have issued it as such—with an apology.

The speech as revised makes six and a half solid columns. The Dr. has devoted four months to getting up an "adenda," and a few "puffs," making nine columns more!

Out of about four hundred and eighty papers published in Missouri, Dr. Laws gets four to "puff" this diatribe as "able!" It is said that he paid a large price to one of them, and a son of the editor of one of the others is an employee in his school! This is a fair representation; we should judge, of the way his speech is endorsed by the press and the people!

These lonesome "puffs," few and very far between, are like his speech, all one-sided—so much so, that if we can find space, we shall try to "even up" things a little in some of our subsequent issues.

HON. J. L. M. CURRY, in a lecture before the State Teachers' Association in Hartford, Conn., and in his plea for national aid for education, said:

"The taxable property of Georgia in 1860 was about \$750,000,000; in 1880, \$238,000,000. In 1860 the wealth of the State, exclusive of the value of slaves, was over \$500 per capita. In 1880 the wealth per capita is about \$150.

The taxable property in Virginia in 1860 was \$585,099,382.77; in 1880, \$324,955,980.

Dexter A. Hawkins, Esq., says: "The assessed valuation for taxation of property, real and personal, in North Carolina, South Carolina, Georgia, Alabama, Mississippi, Louisiana and Texas, in 1860, was \$3,244,239,406; in 1870, \$1,830,863,180—a shrinkage in ten years of 43 1-4 per cent."

It should be remembered that the education afforded during a few brief months is insufficient and imperfect, far below what is required by the increasing intelligence of the age for success in business, for the right discharge of the duties of citizenship and of true manhood and womanhood.

The *Post-Dispatch* of late in commenting on Laws' proposition urging the papers of the State to circulate his harangue as a supplement, said he "seems to be very proud of the stupid address delivered at St. Joseph in May. It betrays great vanity on the part of the Dr., and is another evidence of his unfitness for the position he holds. He should be kicked out of his place.

The *Post-Dispatch* voices the public sentiment of nine-tenths of the people in these statements, in a way not to be misunderstood.

We do not observe this quotation among the "puffs" the Dr. prints of himself in his "adenda."

A Chapter on School Management.

YESTERDAY my little niece and I went to spend the day with friends, and passed by my old school-room.

Every nook of the play-ground is familiar to me, and I half expected my merry, romping children to spring upon me unawares from the tumble down play-houses.

Towards the right, between two giant oaks, was the swing. Across this log—right in front of the door—was the "see-saw." This was often a "bone of contention," for my young ladies (?) would sometimes monopolize one end and tip the wee ones off. Then came a wail and an imperative call: "Make the big ones have themselves, please m'am!"

Here is a round bit of prairie starred in spring with white daisies and violets blue, and on that tree trunk that grows so high and shelving, once sat two truant girls and talked long after the bell rang. How pitifully they begged: "Just this once," "truly we didn't hear the bell"; and the wee ones were rejoiced when we meted out punishment. This other leaning tree was a pony; yes, a regular mustang. Would it carry double? I should think so, for about a dozen were on it when it broke. Dear me! how frightened I was; but not a precious child was injured. The branch is dry now, but used to afford water enough to keep clean and white the hands and faces of my flock. I look along in the sand, half expecting to see the foot-prints of "Coon," the three-years-old baby who that summer insisted on getting an education, and whose provoking little shoe was always coming off.

This desolate church, God's house, with doors and windows wide open, and floor unswept, seems to me like a neglected friend. Floy does not understand why Aunt Rosa exclaims: "I will not come back this way; I can not bear it;" nor why she is so silent during the rest of the ride. In

fancy I see once again a church nest as hands could make it, and bright with scarlet cypress blooms. Into the uncurtained windows the June sunshine streamed bravely, and the great oaks cast flickering shadows before the door. The house is strangely silent, but a ripple of merry laughter and the echo of childish voices come wafted back from my boys and girls—out of sight, but not yet out of hearing.

Alone in the old schoolroom, Annie and I. Annie is almost as tall as myself, and her next birthday will be her sweet sixteenth. As she usually obeyed my slightest wish, I was surprised and a little vexed when, in that memorable week, she heedlessly forgot an oft-repeated request of mine. Her jealous rival accused her of willful disobedience, and hinted that I was "partial" not to punish her. Both for Annie's sake and my own I must do something—but what? that was the question. When Annie, goaded by the taunts of the enemy, savagely retorted: "Miss R—, I reckon you'd better whip me, to satisfy all parties!" I glanced at the switches in the corner (like the elder's sermons, they were cut and dried), and thought what a grotesque couple we would make, I plying the switch, and Annie "curveting" and prancing" after the manner of naughty children.

Should I give her checks for misconduct? I mechanically took up my class-book, and turned the leaves. Days, weeks, months had passed, and not one bad mark against Annie's name. Surely, with such a record of "days spent well," she would not intentionally grieve her teacher.

I sat down at my desk, "halting between two opinions." A desire to be just, and exact obedience from all; and a wish to screen from punishment my bad little girl whose attentions at home to a sick mother were a partial excuse for her seeming negligence of school duties. A happy thought flashed into my mind. Just before the signal for dismissal, I said: "Annie may remain with me, and I will give her something to remind her of what I have told her all the week." She came directly to my desk, "my girl"; nervous and troubled.

I bade her be seated, while I wrote a note. Was I writing to her father? He believed, like ancient Solomon, in the rod of correction. He could "brighten up" her memory and save me further trouble. The note was brief; but thinking it best to give Annie some time for reflection, I took several minutes in which to write it.

The breeze stole softly in, and tumbled through the scarlet cypress plumes. The fading sunlight slanted across our faces; all was silent but

the faint ticking of my watch and the movement of my pen over the paper. The note was worded thus:

"If Annie carelessly neglects Miss Rosa's wishes now, I fear by and by she will intentionally disregard her commands. 'He that is faithful in that which is least is faithful also in much. And he that is unjust in the least is unjust also in much.'"

As I folded the note I said, "Now I am going to pin this on your dress; read it before you come to school in the morning; then you will remember, as if I were there to tell you."

Only a few words in the teacher's well known chirography. How often since then have I been glad they were not scolding words. For the dear face so white then with anxious feeling that I stooped and kissed it as I pinned on the note, has been whiter yet, and her seat by the window and place in the class vacant for many days. In all our intercourse afterward as teacher and pupil, I have never had occasion to reprove, correct, or even repeat a request to Annie. And the ever-watchful rival knoweth not unto this day "what Miss Rosa did to Annie when she kept her in. Did she whip, scold, or shake her?"

Oh, weary, over-burdened school-ma'ams, let us not frown on the little faces that look into our own with childish love and confidence, nor put rudely aside the tiny hands outstretched to clasp ours. Unkind words and cross looks may cause years of pain and regret. Death's icy sleep may fall upon some loved one, and till our dying day we may hunger for a sight of the dear familiar face, a "touch of the vanished hand."

Our boys will soon be men, and in the busy world put in practice those lessons we are now striving to teach them.

Our girls will—all too soon—be drawn from our sides and bestow hearts and hands elsewhere. Then let us clasp them the closer while we have them. Let us give them more room in our hearts now even though we crowd out other ambitions and affections.

"School-room drudgery"—well, I know something about it, and if in after years a pupil of mine can truthfully say of me: "Your right hand hath holden me up and your gentleness hath made me great," I shall be repaid. It will make amends for all.

ROSE-OF-TANGLEWOOD.

PRES. BALDWIN and his able corps of teachers at the Sam Houston Normal Institute are contributing largely to insure the success of these movements by furnishing well trained and well instructed teachers to take these schools and build them up.

PEOPLE who contemplate sending their children to school to Dr. Laws, up in Columbia, Mo., will get a clearly defined and accurate portrait of this moral bankrupt by reading a few verses in the thirteenth chapter of the Gospel according to St. John, say from the 26th to the 30th verse.

"Judas had the bag" on that occasion, and it seems he "had it" when the Curators of the State University met, according to the resolutions they passed.

Our public schools occupy common ground. Here Jew and Gentile, Christian and Infidel, Catholic and Protestant may unite. The development of men physically, intellectually and morally, belongs to our common humanity. Partisan or denominational interference with our public schools is unpardonable.

If the curators of the State University were as wise as they are respectable, they would see that the public demands something more of its President than to "carry the bag" into an executive session, and come out "endorsed" and "continued."

THAT "Supplementary Reading" statement by Houghton, Mifflin & Co. on page 19, deserves very careful attention. You cannot afford to miss a single line of it. Teachers during this winter could collect for themselves and their schools, by giving two or three exhibitions, the most, not all of these volumes. They comprise the very cream of American literature. Talk it over and compare notes; then start early and secure the books.

POTTER, AINSWORTH & Co., you see, want to reach out after the new generation, and teach them too, both how to write and how to draw.

They have probably made more good writers from Maine to California and from St. Paul to New Orleans, than any other firm in America.

That is a very attractive and a very instructive as well as a very large full statement on page 9, by which to reach the wide circle of teachers, school officers, pupils and parents who look over our eighty columns for the latest and newest and best thing every month.

We commend this system most earnestly and cordially, and if you could see just how this communication is written you would all the better and clearer realize the importance of such a plain, good hand-writing as this system will make. Try it!

SEVERAL members of the faculty of the State University are so able and so well known that if Laws was out of the way they would draw a thousand students to Columbia.

School Management.

BY J. BALDWIN, PRESIDENT SAM HOUSTON NORMAL INSTITUTE.

SCHOOL APPARATUS.

School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic than *school apparatus* is to the teacher. The good teacher is skillful in the use of it, or becomes so, and when suitable it more than doubles his efficiency.

The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is most needed, do we find a lamentable destitution of it.

I.—THE BLACKBOARD HEADS THE LIST OF APPARATUS.

In all branches it is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

Extent. The board should extend around the room, and should be from four to six feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much blackboard surface in the school room.

Material. Liquid slating is preferred by many to slate. Placed on a smooth plaster Paris wall, or a board, it gives entire satisfaction. Slated paper, attached to the wall, answers admirably, and is not costly. The superiority and cheapness of liquid slating have caused the disuse of all other materials. Slating may be procured from all dealers in school apparatus.

Color. Green is most grateful to the eye, and answers for all purposes as well as black. After years of observation and experiment, I am constrained to recommend the use of green. Give the board two coats of black, then two of green, and it will not need repairing for several years.

Erasers. During recitation, each member of the class should have an eraser. For a trifling outlay, you can secure a sufficient number of the very best erasers.

Crayon. The common, cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward movement, the dust is not seriously offensive. Pupils need to be trained to erase properly.

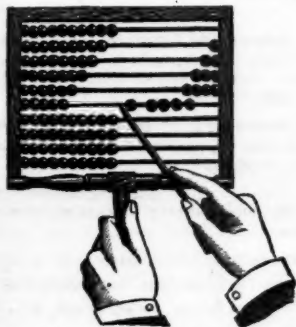
Crayon Trough. The wainscoting should extend up to the board. At the bottom of the board should be securely fastened a trough, three inches wide and one inch deep. In this is kept the erasers; also a supply of crayon. This is the best possible arrangement. Pupils need to be trained not to touch the crayons and erasers except in class, or by direction of the teacher.

Use of Blackboard. The least competent and most obscure teachers use the board in mathematics. The skillful teacher uses it in all recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force, and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface than the farmer will attempt to farm without a plow.

II.—READING APPARATUS.

Illustrated reading charts, slates, and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshalled into service.

III.—MATHEMATICAL APPARATUS.



NUMERAL FRAMES.

Form and number must be taught to children concretely. Every step must be first taken objectively. Interest, clear ideas, and culture of the perceptive faculties result from this method.

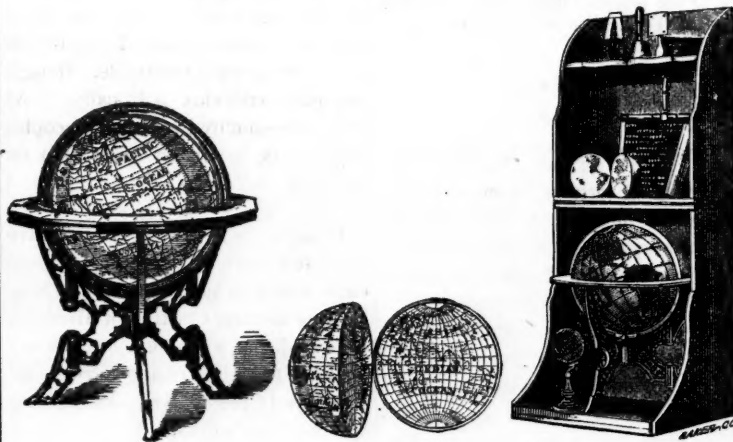
Geometrical Forms.—These can be made by teacher and pupils, but it is better to secure a box of accurately made forms. These forms are of great value in illustration.

The numeral frame is of great value and should have a place in every district school.

GEOGRAPHICAL APPARATUS.

The earth is the real basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. Apparatus greatly aids.

Globes. A globe, in a case, eight to twelve inches in diameter, and a



GLOBE.

HEMISPHERE GLOBE.

APPARATUS CASE.

five-inch hemisphere globe and a good magnet are needed. With these, nearly all geographical topics may be fully illustrated.

Maps.—A set of outline maps, and local maps of the township, the county, and the State, are indispensable. These maps, as well as the globes, will be advantageously used in every recitation. Only quack teachers are guilty of the crime of leaving these valuable aids unused. Shame on such stupidity and neglect.

THE COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus, consisting of a set of outline maps, blackboards, globes, reading and writing charts, a magnet, etc., costing only from \$60 to \$80, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied. Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life. Judicious expenditure is true economy. Money invested in

SCHOOL APPARATUS

pays the highest possible dividends.

IV.—USE OF APPARATUS.

A prominent work in normal schools and normal institutes is to train teachers in the use of apparatus. But without such training the ingenious teacher may work up to a high degree of skill. Teaching is decidedly a common sense work. Here is the child to be educated. Here are the instrumentalities. Great educational principles are the teacher's chart and compass. Good judgment guides in the application of means to ends.

The teacher is an artist. He fashions immortal spirits. Here, avoidable mistakes and the withholding of the necessary educational helps and the best instrumentalities are worse than crimes.

HUNTSVILLE, Texas.

These *tools to work with* are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards, all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

LET us hear of the number enrolled, of the advance made; of the new interest awakened, of the plans for a "reading club," of the prospect of some more intelligent legislation bearing on these points.

Our teachers need to be alive to all the good interests of the neighborhood. You lose nothing by communicating what you know, and all you know, if thereby your friend and neighbor and patron is made the wiser and stronger.

Fill up, be fresh, and new and interesting and enthusiastic and inspiring to all pupils, parents, and friends everywhere.

"FROM the school officers of every State comes up an earnest cry for more money. Sagacious purposes and patriotic endeavors are hampered, if not defeated, by deficiency of means," says the Rev. Dr. Curry, general agent of the Peabody fund; and no man in this nation to-day is better posted as to the actual needs and condition of the people.

In this country, where each is born to all the rights of mankind without distinction, the education of all must be provided for. Not by pauper schools, for that would be to burn into the plastic mind of the youth his misfortune, and he never would outgrow the stigma. Neither is it safe to leave the education of youth to religious zeal or private benevolence; for then inequalities of the most disastrous kind will slip in, and the State find elements of caste and discord continually growing up.

We desire to call special attention to the advertisement of J. H. Guthrie, on page 15. He offers very liberal inducements to agents.

THE teachers and leading educators of Texas could not do a wiser or a better thing than to circulate five hundred thousand copies of the July edition of the *Texas Journal of Education*, containing the address of Col. O. N. Hollingsworth before the State Teachers' Association at Tyler, Texas. It is timely and admirable, though not quite orthodox politically. At least five hundred thousand copies ought to be circulated and read by the voters of Texas.

It seems to be a pity that we have not a few more brave, strong, conscientious men in the United States Senate like Senator Cockrell, of Missouri. It is said that when he reports on any claim as to its justice and correctness, it is sure to pass. He makes no long speeches, but works.

It is said there are Senators and Representatives enough in Congress in favor of appropriating \$15 000 000 a year for ten years, to aid in educating the illiterates, to carry the measure easily, but that it will probably be defeated because so many want to make speeches on the subject that the time will be consumed so the bill can never be brought to a vote.

What a calamity to this country speech-making may become!

The democratic idea of civilization sends forward as its advance guard the legions of productive industry, and covers its flanks with the all-powerful engines of intercommunication; the railroad, the steamship, the telegraph, the printing press, the school and the church.

These make life and property safe and valuable.

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The teachers' institute held in Richland last month was pronounced the most successful one ever held in Pulaski county.

MR. F. W. HAID, of St. Louis, added greatly to the interest and profit of the meeting of the teachers of Southeast Missouri by giving an exposition of the art of phonographic or shorthand writing, and illustrating its principles and showing its practical usefulness. They were all deeply interested in the somewhat new and novel subject.

On motion of Prof. Shelton, of De Soto, Mr. Haid was requested by the association to report their proceedings in short-hand.

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The buildings have been greatly enlarged, and repainted; the roadways have been solidly macadamized for miles and miles; additional room has been made for all sorts of machinery; for cattle, horses, sheep, swine, vegetables, and for exhibitors in the fine art department.

In fact, while some men have been abusing him, he has been earnestly at work preparing for the largest and finest exhibition ever yet presented.

Space is being taken to a larger extent than ever before thus early, and the city of St. Louis will be ready to welcome and care for all who come. The pageant of

THE VEILED PROPHETS

will also excel in variety and dazzling splendor all previous exhibitions, and the streets will be illuminated for miles by frequent arches of colored lights spanning them from walk to walk.

Everything is far along toward perfection for one of the most comprehensive and gorgeous exhibitions ever known.

PROF. LYNCH, President of the Salem academy, did himself great credit in his perfected arrangements to make the Southwest Teachers' Association a grand success. The music was abundant and of the best quality.

The people of De Soto opened their hearts and their pockets, and did everything possible to make the stay of the members of the association pleasant and profitable.

Practical themes were discussed, and strong men like Profs. Norton and McGhee of Cape Girardeau, Prof. Woodward of Washington University, Prof. Vickroy of the St. Louis schools, Profs. Miller of Pilot Knob and Smith of Washington, Mrs. Durgen of De Soto, Miss Thomas of the same place, and Miss Thompson of Salem, with others, all helped to make the meeting a brilliant success.

The association meets the next term at Washington, Mo., some time in August.

There has been tendered, and accepted, a column in the *Richland Observer* for the use of the teachers of Pulaski county. It is edited by D. B. Dudley, one of the faculty of the Richland Institute.

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Book VII.—Introduces the egg oval and pointed oval, together with forms in which the curves of these two figures are found.

Book VIII.—The ellipse and its curve form the leading feature of this book.

Practice Book B, accompanies Nos. VII and VIII, and is to be used in a manner similar to Practice Book A.

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Book XI.—The variable spiral, another curve new to the pupil, is given in this book, with examples in which this curve is found.

Book XII.—In this the study of design is formally introduced. Plant-forms are given from nature.

Book XIII.—In this book the study is continued. Book XIV.—In this the use of instruments is taught. The study of applied design is a feature.

Book XV.—This affords opportunity for further study and practice on subjects presented in XIV.

Book XVI.—The subject of practical perspective is introduced in this book. In connection with these exercises the pupil is to draw from objects.

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We should like to give a full description of it, but the best thing to do is to send to Prof. J. C. Dooley, Bloomfield, Iowa, for a copy.

The organization, he says, tends to transform the teacher's work from an individual effort, as it now is, to the united action of both teachers and patrons; thus furnishing the best medium ever devised by any system through which school officers, teachers and patrons may work.

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actions and all honors to be gained in rivalry and contest, are reserved to the active members of the organization.

The prizes awarded to the districts through the townships, incite the school officer employing, to have them worked for, and the teacher employed to work for them; while those awarded to the teachers, make it the best oratorical society in existence. It likewise impels teachers to study more closely their own work, and seek to know the experience of others, through observation and the reading of journals and teachers' professional books.

This system secures, when carried out in conformity with this constitution and by-laws, what no other attempt at teachers' meetings has ever done, and that is, organization of that heretofore great unorganized body of teachers.

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EDUCATION AND CRIME.

DR. W. T. HARRIS says: "When we look closely into this alleged increase of criminality in our day, we find that it rests mainly on the delusive appearance occasioned by the repeating mirror of the press and telegraph.

Never before in the history of the world were life and limb so safe as now from the attacks of crime. Crime has indeed ascended from the lower and brutal order—above personal violence in a large measure—and has invaded the realms that belong to man's reflected or second nature.

Instead of the violent deed which comes back through the State in sure and swift recoil upon the criminal, we have more and more intelligent rascality, to use the words of a distinguished personage.

But we must not forget that in the measure of its intelligence, rascality becomes innocuous. Were it perfectly rational, it were no crime.

Its circles are much larger than those of brute violence, and the suffering it inflicts on humanity far less;

neither does it stand in the way of the possibilities of the individual to such an extent as brute violence. It must be confessed, however, that most of the intelligent rascality escapes its deserved retribution. The statistics of penitentiaries show that a very small per cent. of well educated men are incarcerated.

The public schools send very few. Out of the large number of criminals in our penitentiaries, most of them have no education. Very few have had a thorough public school education. The average statistics of the United States show that out of the small per cent. of the people unable to read and write come about one-third of the criminals, and of the remaining two-thirds only one in a hundred had been educated in the higher branches."

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MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

GIVE THEM A CHANCE.

WE must give all a chance now. We are a democracy. Not only mechanical directive power must be taught in the people's schools, but also spiritual directive power. The

snobbery that patronizingly talks of the education of the lower "classes" does not know that the industrial civilization it affects to admire in an instrument that only democracy can wield. Leave out the humanities from that education, and you leave out the culture that can guide its course, and communism and socialism and abstract theories will find their way quickly into the heads of the laboring classes.

No merely prescriptive education on the part of the church or the school can prevent the people's mind from being fly-blown with crazy political and school theories, destructive to all sound growth.

Not merely natural philosophy, chemistry, mathematics and biology must be studied, but likewise the science of society and the State, of art, religion and philosophy, in all their phases.

The great educators of the race—Homer, Dante, Shakspeare and Goethe, Plato, Aristotle, Leibnitz and Newton—these must be made accessible to the people. Each child must be waited on by the institutions of man and invited to see the spectacle spread out before him from the lofty summit of human civilization; his human brothers that have added a cubit to the world's stature by their

heroic labors, must be pointed out to him; the methods and results of the attainment of their ends must be revealed to him; noblest aspiration and earnest, self-sacrificing endeavor must be imparted to him as the means of achieving his individual destiny.

The whole world of the past and present is made, by education, the present, positive, permanent helper of each man, woman and child in this country.

Manual Training in Education.

IN the *Popular Science Monthly* for September, Prof. C. M. Woodward writes:

"With his gentle lance Emerson pricked many a bubble, and, though collapse did not always follow immediately, the wound was always fatal. In 1844, in his essay on New England reformers, he charged popular education with a want of truth and nature. He complained that an education to things was not given. Said he:

'We are students of words; we are shut up in schools and colleges and recitation rooms for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing. We can not use our hands, or our legs, or our eyes, or our arms.' And again, speaking of the exclusive devotion of the schools

to Latin, Greek, and mathematics, 'which, by a wonderful drowsiness of usage' had been 'stereotyped education, as the manner of men is,' he says: 'In an hundred high-schools and colleges this warfare against common sense still goes on. . . . Is it not absurd that the whole liberal talent of this country should be directed in its best years on studies that lead to nothing?'

This is evidently too severe, but we must admit that Emerson anticipated and greatly aided a reform which has been gathering strength for a whole generation. Hence it is today scarcely necessary that I should present arguments in favor of manual education. The great tidal-wave of conviction is sweeping over our whole land, and the attitude and aspect of men are greatly changed from what they were ten years ago. What I said in 1874 in a public address in favor of technical education was held to be rank heresy. I fear it would be regarded as rather commonplace to-day. The progressive spirit of the age has actually penetrated our thick hides, and we are trying to keep step with the universe.

In every community the demands of technical education have been discussed, and, in every instance when the old system has been subjected to the tests which good sense applies to business, it has been found wanting."

The Publishers' Account of Sales to the Author is the Fairest Basis from which to Judge the Popularity of a Book.

English Literature.

Our most eminent Shakespearians consider HUDSON'S HARVARD EDITION of Shakespeare to be the best for Americans. Hudson's School Shakespeare has had a copyright sale of over 100,000 copies.

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ALLEN & GREENOUGH'S SERIES continues to grow in favor, and can indisputably claim to be the leading series. It has been introduced into 19 Colleges and 150 High Schools the past year. It is now used in 177 Colleges and over 1,000 Preparatory and High Schools.

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Mathematics.

During the four years since the publication of WENTWORTH'S GEOMETRY it has had a copyright sale of 21,944 copies, of which 1,157 were sold during the first year, and 10,784 the fourth year. During the first year WENTWORTH'S ALGEBRA has had a copyright sale of 5,780 copies.

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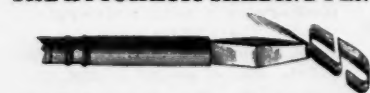
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A BLACK LIST.

THE New York Sun says: "The Public Library of Boston has what is locally called the Inferno, a department where books not suited to general circulation, such as the "Decameron" and the "Heptameron" are kept. They are allowed to go out only with the consent of some officer in charge, and discretion is used in permitting their circulation.

The translations of Zola's works are in the Inferno, as well as some other modern books of European and American authors. Not many months ago the novels of Mrs. E. D. E. N. Southworth were withdrawn from general circulation and relegated to the Inferno. The Mercantile Library of New York and other public libraries have similar departments.

The Co-operation Committee, whose members are Boston gentlemen of the American Library Association, has recently sent out a circular to the members of the association, and to public and miscellaneous libraries generally, in which answers are asked to questions on the following points relating to the exclusion of sensational or immoral books:

The name and location of the library and the population of the city or town where located.

Character of the community, and especially of those making most frequent use of the library. (Please distinguish between mercantile, agricultural, and manufacturing classes, and state proportion as near as practicable.)

Number of volumes of fiction and juvenile works per annum before withdrawing objectionable works.

Per cent. of circulation after withdrawal.

Check from the following list the authors whose works were formerly in the library, but have since been withdrawn on the ground of sensational or immoral qualities. Indicate by initials N. A. (not admitted) the authors whose works have never been in the library.

List of authors all or some of whose works are sometimes excluded from public libraries by reason of sensational or immoral qualities:

Mrs. A. S. Stephens, Mrs. E. D. E. N. Southworth, Mrs. E. J. Holmes, Mrs. N. S. Evans, Mrs. C. L. Hentz, Mrs. M. F. Finley, Mrs. Henry Wood, Mrs. Forrester, Miss Rhoda Broughton, Miss Helen Mathers, Miss Jessie Fothergill, Miss M. E. Braddon, Miss Florence Marryat (Mrs. Lean), Ouida, Horatio Alger, Mayne Reid, W. H. G. Kingston, E. Kellogg, G. W. M. Reynolds, C. Fosdick, Oliver Optic, G. A. Lawrence, Edmund Yates, E. C. Grenville Murray, W.

H. Ainsworth, Wilkie Collins, E. L. Bulwer (Lord Lytton), W. H. Thome.

Has the circulation of books from your library diminished by reason of the withdrawal of any works of the above authors?

Has there been a general complaint from the users of the library of the absence of these works?

Please add to the above list the names of writers of fiction whose works you regard as being undesirable for public reading. Foreign writers, and those who wrote previous to the year 1800, are purposely omitted.

The purpose of these inquiries, it is said, was to learn the effect of withdrawing from public circulation certain works of fiction after a period of circulation, as well as the effect of not admitting such works at all to the libraries.

The librarian of the Mercantile Library, who is a member of the Library Association, said yesterday that these questions were prepared by Boston gentlemen who are connected with the Boston Public Library. They wanted statistics on the subject, with reference to their bearing on the question of how far it is the part of a public library to dictate to its members what class of books they should read. In every library, he said, there are rules on this point, and in the Mercantile Library the line was drawn at translations of Zola's works. He said that it would be impossible to exclude Mrs. Holmes' books, for instance, because she was one of the most popular authors represented in the library."

Professor C. M. Woodward says that most men are only fractions after all. Put in the denominator, literature, mathematics, science, draughting, mechanical skill, swimming, rowing, horsemanship. These are the birth-right of every boy, and youth is long enough to get them if he is not stunted with over-work, nor starved by neglect.

Now put in the numerator all that you find when you take an account of educational stock, and then, as the mathematicians say, "evaluate the fraction." Those will be interesting pages in the great Book of Life where these fractions are posted; their values on one side, and their complements on the other.

Education enables one to use the whole of one's self. Men are oftentimes like knives with many blades, but they know how to open one and only one; all the rest are buried in the handle. The knife is no better than it would have been if it had been made with one blade. How is it; can you use one blade, or all?

Reading Schools

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The forty-fifth annual session will begin October 4, 1882. The College is furnished with all modern appliances looking to health, happiness and comfort of its inmates. Unsurpassed advantages in Literature, Music and Art, at moderate rates. Apply for catalogue to Rev. W. C. Bass, President, or Rev. C. W. Smith, Sec'y.

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ON THE RIGHT TRACK.

THE Southeast Missouri Teachers' Association, at its sixth annual session, held in De Soto, Aug. 15th, 16th and 17th, 1882—probably the strongest and best educational convention ever held in Southeast Missouri—among other resolutions adopted the following, endorsing the Blair Bill for appropriations to help do away with illiteracy:

Resolved, That this association is in favor of appropriating money from the United States treasury to be expended in procuring the benefits of a common school education to all the children of the United States, and that we hereby urge our Senators and Representatives in Congress to labor for the passage of the bill proposed by the Hon. H. W. Blair, of New Hampshire, having in view such appropriations in so far as it makes provisions for such aid to the States; but that we are opposed to the disbursement of the funds by a National officer, or to any supervision within the State except by State authority."

We hope this measure will be fully discussed and endorsed at every educational convention held in the country this season.

SENSIBLE SUGGESTIONS.

HON. R. D. SHANNON, our present State Supt. of Schools, pointed out very clearly the necessity of some more legislation to perfect our school law, in his address before the Southeast Missouri State Teachers' Association, held at De Soto. Dr. Shannon said:

"The present school law was adopted in 1874, before the adoption of the present constitution, with which it is not in harmony. The first purpose is to secure harmony between the constitution and the law, making them consistent with each other, and to carry out the provision with reference to public schools. The constitution requires certain things, but provides no means for securing them. This omission is to be supplied by legislation. Not only the county supervision of schools, but also the financial question, is to be provided for; the expenditure of public money, the collection of fines, etc., shall find their way into the public funds, in pursuance of the law."

Dr. Shannon said "thousands of dollars are every year drained out of our public school fund. There has been a loss of \$227,000 in two years during my administration—loss to the school fund. It is absurd to say we are unable to provide means for curing this. We want, in this State, a supervision to secure these ends.

We must have thorough supervision of all our schools in our counties.

There is not a single business undertaking that has not its supervision; the schools have no supervision. You must have superintendents; give them their duties; hold them responsible. When you have done this you have provided for the best schools in this Union.

A READER'S COMPLAINT.

I HAVE never wished that I had been born in some other century than the nineteenth. Our age, if not a picturesque one—and I think it has its picturesque aspects—is without doubt the most comfortable to live in, take it on the whole, the world has yet known.

It seems to me that persons of rational mind and humane disposition cannot be too thankful to belong to it, for it is hard to see how such persons could ever have enjoyed life in earlier times as we of the latest days can. The world has certainly gone forward, and the feature of its progress that I chiefly rejoice in is its advance in humanity. The elder world—the world but a very little elder than our own—was such a terribly cruel one!

The only objection to living in the present time that I know of is the increased quantity of things one must know, or would like to know. Eighteenth-century people didn't have to read Lecky's history of their times in four volumes, or a hundred thousand other books it now seems obligatory upon all cultivated persons to acquaint themselves with. Nowadays one is required to read a small library every year, if one would have even a smattering of knowledge on the various subjects that invite an intelligent man's interest. The specialists, in the abundance of whom we glory, carry investigation so far forward, each in his own line, that the general reader cannot hope to do more than accept a number of things at second hand, or be content to have no understanding of them at all.

It is hard to resign one's self to ignorance of so many interesting matters, and yet that is what one seems driven to. One finds that the first thing to learn is "how much need not be known," which is perhaps a sort of sour-grapes wisdom, but apparently the only wisdom attainable.—*September Atlantic*.

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If the thousands that now have their rest and comfort destroyed by complication of liver and kidney complaints would give nature's remedy, Kidney-Wort a trial, they would be speedily cured. It acts on both organs at the same time, and therefore completely fills the bill for a perfect remedy. If you have a lame back and disordered kidneys, use it at once. Don't neglect them.—[*Mirror and Farmer*.

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ARKANSAS.

Editors American Journal of Education:

WE are taking more than one step forward in the direction of school expositions. The action of the late meeting of the State Teachers' Association, held at Hot Springs June 20-22, deserves more than a passing notice.

After an able paper by Prof. Russell on the subject of school expositions, a resolution was passed to this effect:

1. That we will have, in our schools, expositions of the written works of our pupils.

2. That this Association appoint a committee to make arrangements for an exposition of school work in connection with the State Fair to be held at Little Rock.

This is a step in the right direction, and one which some of us have been advocating for several years. The advantages resulting from expositions are many. As to individual schools, it gives to pupils an additional incentive to faithful study. The practice of written examinations makes their knowledge more exact. It encourages to more neatness and method in the arrangement of written exercises, and this habit produces a salutary effect in other occupations. It provides a more profitable and entertaining system of exercises for the close of school than the flashy "exhibitions" which are so common. It gives to parents and visitors an easy means of determining the success of the labors of the school, and the comparative diligence and advancement of different pupils.

As a department of the State Fair, or of the State Teachers' Association, it gives to educators the means of comparing their own plans and systems with those of others, thus enabling them to improve methods, and put into execution better plans. It gives access to statistics for educational purposes, and shows plainly the comparative success of different teachers; thus enabling the good teacher to be easily distinguished from the flashy one—"a consummation devoutly wished for" by every true friend of education, who can but realize that in teaching as well as other things, "all that glitters is not gold."

E. L. V.

WARREN, Aug. 10, 1883.

The next session of the Pulaski County Teachers' Association will be held in Dixon during the holidays, commencing December 26. Professors Douthat and Morris, of the School of Mines, Rolla, will be present on the first day or two.

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Mr. JOHN W. MASS is most cordially welcomed back to St. Louis, and to his old position as General Passenger Agent of the St. Louis & Southeastern branch of the Louisville & Nashville Railroad, now called the "Nashville, Evansville & St. Louis Line."

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While he is a very thorough business man, looking closely and carefully after the interests of the railroad, he at the same time makes hosts of strong friends among the traveling public who visit Florida and the South every winter.

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Be sure and read them carefully—all of them—for there is not a line but what is worthy and reliable, and as usual, do yourself the credit and your friends the favor of telling just where you found them, in the AMERICAN JOURNAL OF EDUCATION.

ONE hundred and sixty teachers enrolled in the institute at Carrollton, Mo., shows the work done by the County Superintendent of Carroll Co. Provision was also made for another institute next year.

THE "latch-string will be out" at 704 Chestnut street during the great Fair in October next.

We hope our friends from Texas, Arkansas, Mississippi, Tennessee, Kansas, Missouri, Iowa, Illinois and Nebraska will come and see us.

The Fair itself will be such an "object lesson" as the people of this country have never dreamed of before, and we hope they will be so impressed with the value of this way of imparting knowledge, as to take home with them some "tools to work with" for the teachers and pupils, in the same line.

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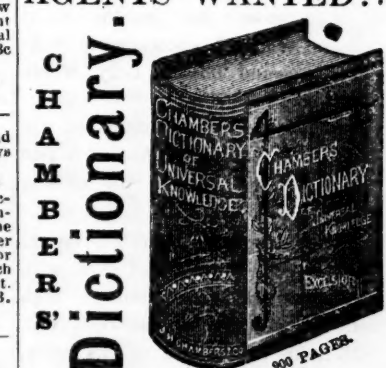
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Recent Literature.

VICTOR EMMANUEL, and the attainment of Italian Unity. By Edward Dicey. Cloth, extra, \$1. G. P. Putnam's Sons, New York.

For a clear understanding of the history of Italy during the present century, "Victor Emmanuel," by Edward Dicey—a work just issued from the press of G. P. Putnam's Sons, and forming one of the "New Plutarch" series, will be read with a great deal of profit. This is the first work ever published in this country giving anything like a comprehensive account of the recent political movements in that country so dear to all students of classical history and literature.

Victor Emmanuel is naturally taken as the center, and around him are grouped all the characters and events of the three-quarter century struggle for freedom and independence. So inextricably interwoven with the affairs of Italy is the history of this man that neither one could be written without the other.

In this sketch, however, without following the campaigns, the alliances made and the successful strokes of diplomacy by which Italy was brought from the condition of a large number of weak and dependent States into an independent sovereignty, an attempt will be made to briefly form an estimate of the place in history to which Victor Emmanuel, the last of the Dukes of Savoy and the first of the Kings of Italy, should be assigned. The enthusiastic Italians of to-day would feel no hesitancy in giving him rank with the Cæsars, Napoleon or our own Washington; but facts will hardly bear them out in their estimate. Though a man of great energy and perseverance, remarkable ability was lacking, and success was due in many instances simply to fortuitous combination of circumstances. Failures on his part sometimes resulted in successes; but be that as it may, he at length succeeded in making a free and united Italy where others had failed.

Probably no truer picture of the man can be painted than that drawn by the author himself in the closing pages of his book:

"I have depicted, or rather sought to depict, the character of a man with great qualities, many failings, high ambition and strong passions, but, both in his virtues and in his faults, above all, a man. Extraordinary genius, or talent of the highest order, it would be mere flattery to ascribe to him. The moral of his life is rather that, given the opportunity, common sense, rigorous energy and good faith are sufficient to enable a man not great in himself to do great

things, and to leave behind him a name for ever."

COMMON SCHOOL ELOCUTION. A Manual of Vocal Culture based upon Scientific Principles, Philosophically Presented. By I. H. Brown, Supt. Public Schools, Edwardsville, Illinois. Price by mail, postpaid, \$1. Published by the author, at St. Louis.

Prof. Brown's experience in every department of our school system for a quarter of a century, fits him most eminently to make a text-book. As we turn the pages of "Common School Elocution," we discover a new departure. The old stereotyped plan is ignored, and a rigid investigation of Nature's laws substituted, in which the pupil is led to take an intelligent and responsible part.

There appears to be no progress in pages possible until principles are analyzed and mastered.

As a scientific work developing the laws of human expression in a clear and philosophic manner, it deserves a place among the best books ever presented for school and college use.

S. C. Griggs & Co., Chicago, will publish in October a new volume in their series of "Philosophical Classics"—Schelling's Transcendental Idealism, by Prof. John Watson, of Queen's University, Kingston.

The first publications of G. P. Putnam's Sons for the fall season will be as follows:

Social Equality; a Study in a Missing Science; by W. H. Mallock, author of "Is Life Worth Living?" This is described as being an analysis of the purposes and tendencies of modern Democracy and Socialistic ideas, together with a consideration of some of the social problems now urgently demanding attention.

How to Succeed in Public Life, in the Ministry, in Business, in Agriculture, in Engineering, in Art, in Literature, as an Inventor, etc., etc.; by Senators Bayard and Edmunds, Commissioner Loring, Hamilton Gibson, Gen. Sooy Smith, E. P. Roe, Lyman Abbott, Thos. Edison and others, forming Vol. 26 of the Handy Book Series.

The Best Reading, second series, comprising classical and priced lists of select English and American publications, for the five years ending December 31, 1882. Edited by L. E. Jones.

Those Children, a tale of parental experience; by B. A. Brooks.

Sketching in Water Colors; by C. Hatton, being Vol. VII of the Art Hand Books.

Drawing in Black and White; Charcoal, Crayon, Pencil, and Pen and Ink; by Susan N. Carter, being Vol. VIII of the Art Hand Books.

Harper & Brothers have in press "Character Readings from George Eliot," by Prof. Nathan Sheppard, editor of The Dickens Reader, and author of Shut up in Paris.

Charles Scribner's Sons have in press a Life of General Thomas, by Chaplain Van Horne; and Idyls of Norway and other poems, by Hjalmer Hjorth Boyesen.

G. P. PUTNAM'S SONS of New York have published a delightful series of Readers in Natural History, under the general head of "Science Ladders." By N. D'Auvers, author of "History of Art." They are charmingly written in simple language, which any child who can read will easily understand.

They are handsomely printed in square 16mo, fully illustrated, bound in cloth, and will be sold at 50 cents.

COMPLETE GRADED ARITHMETIC, Oral and Written, for Schools and Academies. By James B. Thomson, LL.D. New York and Chicago: Clark & Maynard.

This arithmetic is deserving of special mention. It is equal to any we have examined. The author has wisely combined oral and written arithmetic. It will, we believe, prove remarkably attractive and teachable after a few months' trial.

The book is every way excellent.

THE NORTH AMERICAN REVIEW—For September has for its leading article a very forcible presentation, by Dorman B. Eaton, of the evils produced by the practice of levying "Political Assessments." The paper is noteworthy for its striking array of facts, but more so because it will be universally regarded as the ultimatum of a large and influential section of the Republican party, addressed to the party leaders.

"Oaths in Legal Proceedings," by Judge Edward A. Thomas, is a discussion of the question whether the interests of morality and of public justice alike, would not be promoted by the abrogation of all laws requiring testimony to be given under the sanction of an oath.

Thompson B. Maury, late of the signal office, contributes an article on "Tornadoes and their causes," which, in addition to its scientific interest, possesses the merit of suggesting practical measures for averting disaster to life and property from wind-storms.

"Architecture in America," by Clarence Cook, is marked by a freedom of utterance that is refreshing. In this respect it deserves to rank with Commander Goringe's celebrated paper on the United States Navy.

Augustus G. Cobb writes of "Earth-Burial and Cremation," and J. F. Manning, in an article entitled "The Geneva Award and the Ship-Owners," sets forth the justice of the claims of consignors of cargoes and owners of vessels to indemnification out of the Geneva Award fund, for losses from the acts of Confederate cruisers. The Review is sold by booksellers and newsdealers generally.

LIPPINCOTT'S MAGAZINE—For September has the usual variety of matter, chiefly of a light and entertaining character, but with a mixture of more solid reading.

The opening paper, "An Antwerp Printing-House," by Rose G. Kingsley, daughter of the late Canon Kingsley, gives an account, with illustrations, of the Musée Plantin-Moretus, in which are preserved the accumulations and relics of one of the oldest and most famous typographical and publishing establishments in Europe, that in which the original Polyglot Bible was printed, and the presses of which were at work from 1555 to 1876.

Through Great Britain on a Drag narrates the experience of a wealthy Scotch-American and a party of friends, who made a coaching trip last summer from the South of England to the Highlands of Scotland.

In Animal Electricians, C. F. Holder, of the American Museum of Natural History, describes the torpedo, gymnotus, and other fishes endowed with electrical power.

Invading the Temple of Heaven, by Charles Wood, tells how the writer succeeded, at considerable risk, in penetrating into this famous structure, in which the Chinese emperor offers a yearly sacrifice, and which foreigners are forbidden to enter.

Round About the Peaks of Otter, by A. Granville Bradley, contains much valuable information in regard to the agricultural resources of the State.

In Songs that Have Made History, Amelia E. Barr writes of the political poems that have roused or kept alive popular excitement in different countries.

The serial, Fairy Gold, is chiefly noticeable for its pictures of New York "society life," and its bright and piquant dialogue.

Guy's Legacy, by William O. Stoddard, is a well-contrived and interesting story, and Mrs. Witherell's Mistake, by Edwin Lassetter Bynner, belongs to that class that derives its material from experiences at seaside resorts.

The European complication is discussed in the "Monthly Gossip," with other and lighter topics, and among the book notices is a long review of Mozley's Reminiscences.

The American Naturalist for August contains some very valuable papers on the Compass Plant, Development of the Tree-Toad, on Some Entomostroaca of Lake Michigan and Adjacent Waters (continued from July number), Organic Physics by Charles Morris, etc.

Robert Franz's songs are high favorites with the best musicians. Ditson & Co. send us two of them. Sunday, or Sonntag, and the Water-lily, or more properly Lotus bloom. Price of each 30 cents. In the same bundle comes The Waterfall, by Ernest Simon; One Word, by C. Pinsuti; two pretty recreations for the piano by Louis Meyer, Little Birdie, and Curly Head. These will delight little piano players, as will, certainly, Ernest Leslie's arrangement of Woodland Whispers by Stanley. It has an unusually pretty picture on the title. A Melodie, by Moritz Moszkowski, will just suit advanced players.

With the first issue in August, the popular New York journal, Forest and Stream, has been enlarged to 28 pages, weekly; the Forest and Stream is devoted to angling, shooting and yachting, and kindred out-of-door manly recreations. It is one of the most remarkable journalistic successes of the day, having an excellent corps of contributors, and a wonderful circulation all over the country. In appearance, size, and quality of contents, the paper is a model, and deserves all the credit it has won. It is published by the Forest and Stream Publishing Co., 39 Park Row, New York City.

HUMBOLDT LIBRARY OF SCIENCE—No. 35. Contents: Religions of India—Brahmanism and Buddhism; religion of China—Confucianism; religion of Persia—Zoroaster and the Zend Avesta. New York: J. Fitzgerald & Co. Price 15 cents.

PRZEGŁAD PEDAGOGICZNY—Rok I, No. 13, Warszawa. I. Proba Lekcji Fizyki w Szkole Początkowej.

II. Z Psychologii Pedagogicznej. III. Konieczna Reforma Gimnazyj Filologicznych, i Pierwsze Jej Prochy. IV. O Niektórych wnioskach Komisji Akademii Umiejętności, i Towarzystwa Pedagogicznego. V. Rozmaitości.

Pamphlets and catalogues received: Record, Stephens College, Columbia, Mo., 1881-82.

Ninth Annual catalogue Missouri State Normal School, Cape Girardeau, Mo., for 1881-82, and circular for 1882-83.

College of Music, 1881-82, Cincinnati, O. Grand River College, Edinburg, Mo. Catalogue and circular of the Branch Normal College of the Industrial University, Pine Bluff, Ark.

Military Academy, 1882-83, Morgan Park, Illinois.

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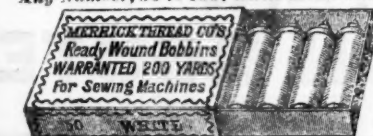
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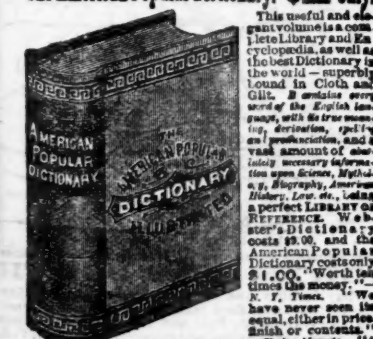
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HEALTHY MENTAL GROWTH.

THE thought must precede its expression by any method, and in the cultivation of the thinking mind the concrete should precede the abstract. Give children clear and accurate thoughts of real things, of the material world we live in, of real plants and animals, of the laws of materials, of qualities and then of quantities, before you venture on the field of abstractions.

Before you cultivate the high arts, make sure of the low ones; without them as a foundation, no superstructure of fine art can stand over night. As Emerson says in "Man, the Reformer," "We must have a basis for our higher accomplishments, our delicate entertainments of poetry and philosophy, in the work of our hands. We must have an antagonism in the tough world for all the variety of our spiritual faculties, or they will not be born."

A habit of clear thinking once formed will never leave us, however abstract our investigations become; while a habit of stopping short with ill-defined results, of resting content with obscure and half-grown mental images, a mental attitude of foggy-ness, has a stultifying effect which seriously dwarfs the mind.

This is a most important subject, but I have place for but a few words of exhortation. Give children clear thoughts and begin with the concrete. When the mind is too weary or too sick to clear up obscurities, it is time to seek rest and recreation and fresh air. Beware of straining the powers of attention by too much schooling; beware of overtaxing the mind by too many and too difficult subjects, and especially beware of poisoning the blood and debilitating the brain by bad air. The fruit of any and all these evils is mental as well as physical decrepitude.—Prof. C. M. Woodward in the September Popular Science Monthly.

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[From the Springfield Republican.]
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TIME TABLE.

STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago	8.40 a. m.	8.30 p. m.
Arrive Effingham	4.40 p. m.	3.55 a. m.
Arrive Odell	7.10 p. m.	5.45 a. m.
Arrive Centralia	7.35 p. m.	6.10 a. m.
Leave Centralia	10.05 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin	7.40 a. m.	1.25 p. m.
Leave Martin	10.40 a. m.	10.15 p. m.
Arrive Nashville	7.30 p. m.	10.00 a. m.
Arrive Milan	9.10 a. m.	2.45 p. m.
Leave Milan	12.15 p. m.	3.30 a. m.
Arrive Memphis	4.15 p. m.	8.15 a. m.
Arrive Jackson, Ten.	10.40 a. m.	4.00 p. m.
Leave Jackson, Ten.	10.45 a. m.	
Arrive Mobile, Ala.	1.50 a. m.	
Arrive Gr. Junction	12.45 p. m.	6.00 p. m.
Leave Gr. Junction	6.22 p. m.	6.22 p. m.
Arrive Memphis	8.30 p. m.	8.30 p. m.
Arrive Jackson, Miss.	10.45 p. m.	8.31 a. m.
Leave Jackson, Miss.	5.40 a. m.	5.40 a. m.
Arrive Vicksburg	8.00 a. m.	8.00 a. m.
Arrive New Orleans	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (88½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:30 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at Du Quoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

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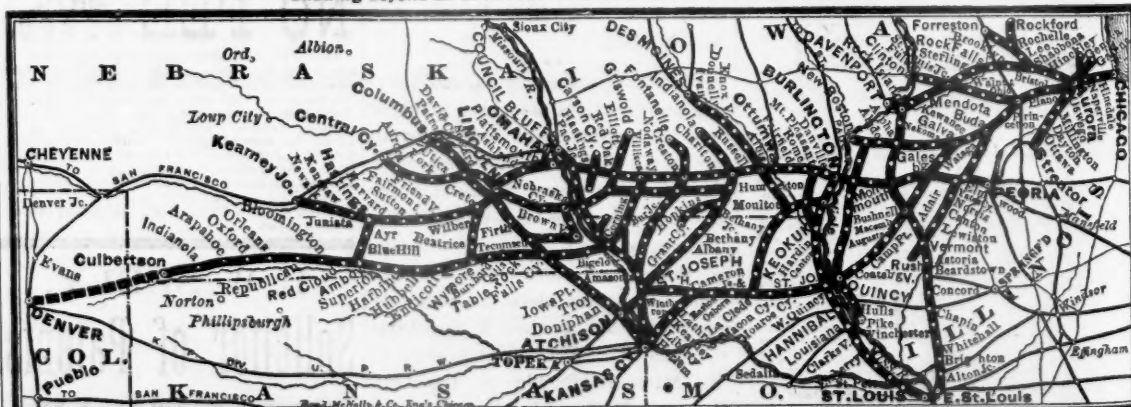
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The Dixon Pencil Prize Awards.

It is well known to all our readers that in January last the Dixon Crucible Co., Jersey City, N. J., manufacturers of the celebrated Dixon's American Graphite pencils, offered twelve cash prizes, amounting to \$275, for drawings made with their pencils by pupils of any American public or private school, or by any art student.

The judges who decided at Saratoga, New York, July 13th, upon the merits of the drawings submitted in competition for the Dixon prizes were: Miss Virginia Granberry, teacher of drawing in Packer Institute, Brooklyn, N. Y.; Prof Louis Bail, teacher of drawing in the Public Schools of New Haven, Conn., and Prof. George E. Gladwin, teacher of drawing in School of Technology, Worcester, Mass.

The \$50 prize, offered to art students for a drawing from life, was awarded Miss Mary Fairchild, of St. Louis, Mo. Subject, human head.

The \$50 prize offered any school pupil over 20 years of age for a drawing from life, was awarded Miss M. L. D. Watson, Morristown, N. J. Subject, female figure in costume. Honorable mention in this class was given Miss S. C. Cobb, Yonkers, N. Y.

The \$30 prize offered any school pupil not over 20 years old for a drawing from life, was awarded Miss Carrie D. Bartlett, Titusville, Pa. Subject, female figure.

The \$25 prize offered any school pupil not over 18 years of age for a drawing from life, was awarded Miss Agnes M. Watson, Philadelphia, Pa. Subject, drawing from nature. Honorable mention in this class was given Miss Emma S. Haslett, N. Y. City.

The \$20 prize offered any school pupil not over 18 years of age for a drawing from a cast or object, was awarded Miss Bonnie Stitt, Titusville, Pa. Honorable mention in this class was given Miss Juliet Fox, Titusville, Pa., and Miss Lizzie Probert, Erie, Penn.

The \$20 prize offered any school pupil not over 15 years old, from a drawing from life, was awarded Miss Clara B Crossman, Swampscott, Mass.

The \$15 prize offered any school pupil not over 15 years old, for a drawing from a cast or object, was awarded Miss Susie H. Wallace, Titusville, Pa.

A prize of \$15 was awarded Miss Margaret J. Overton, Albany, N. Y., for an original design for lace pattern.

A prize of \$10 was awarded Miss Bessie Grindrod, Albany, N. Y., for an original design for a panel.

The \$10 prize offered any school pupil for a drawing from the flat, was awarded Miss Frederika L. Woltjen, Pottsville, Pa.

The prize of \$5 offered any school pupil not over 12 years old, for a drawing from the flat, was awarded Master Percy Nicholson, Albany, N. Y.

The \$25 prize offered any school pupil not over 20 years of age, for a drawing from life, was not awarded—no drawing being sent in for that class.

We learn that the Dixon Pencil Co. propose to repeat this prize-drawing award next season. Announcements of the terms of competition will be made early in October.

Supplementary Reading.

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BRYANT: Sella; The Little People of the Snow. HOLMES: Grandmother's Story of the Battle of Bunker Hill; The School-Boy.

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